




# *KDE Literacy Update*

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# Core Content Changes for 2007


*Here they are...*

# Five Big Ideas Of Reading Core Content for Assessment

**The core content is organized  
under 5 Big Ideas:**



# #1- Forming a Foundation For Reading

- Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level.
  - Involves reading at the word, sentence, and connected text levels across content areas that include multicultural texts.
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## #2- Developing An Initial Understanding

- Requires readers to consider the text as a whole or in a broader perspective to develop an initial understanding.





## #3- Interpreting Text

- Requires readers to extend their initial impressions to develop a more complete understanding of what is read.
  - This involves linking information across parts of a text as well as focusing on specific information.
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## #4- Reflecting and Responding To Text

- Requires readers to connect with the text from their own background knowledge. The focus is on how the text relates to personal knowledge.






## #5- Demonstrating a Critical Stance

- Requires readers to consider the text objectively. It involves a range of tasks, including critical evaluation, comparing and contrasting, and understanding the impact of features such as irony, humor and organization.
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# Types of Texts

- The reading core content at each grade level will include **literary** and **informational texts**. Informational texts include: *expository, persuasive, and procedural texts and documents*.
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# Literary

- whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.
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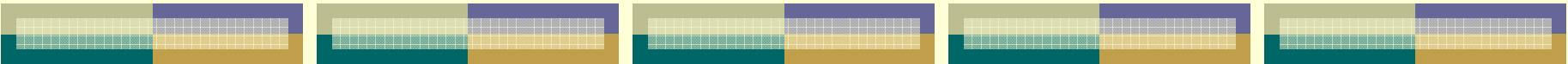


# Informational


informational texts include:

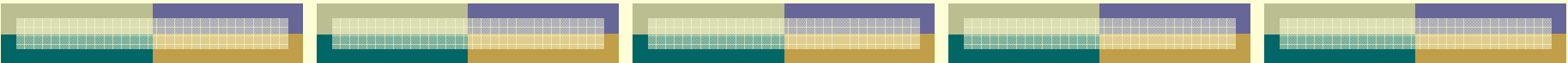


- \* *Expository*- whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books and electronic texts.





● \* ***Persuasive***- whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essays, opinion columns, and advertisements.



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- \* ***Procedural texts and documents***-  
whole texts and excerpts from materials  
such as articles, letters, memos,  
brochures, electronic texts, warranties,  
recipes, forms, consumer texts,  
manuals, schedules and directions.
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# Reading CCA Version 4.0




# Core Content by Grade Levels

- In the past, the CCA was organized by grade spans.
- Now it is organized by grade levels. For Reading, that is EP through 12<sup>th</sup> grade, with assessments at grades EP through 10<sup>th</sup>.





# State Assessed Items

- You will notice on the Core Content version 4.0 that some items are in **bold** print and some are *italicized*.
  - **Bold** items are for state assessment
  - *Italicized* items are supporting statements to build the foundational skills for the state assessed items
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# Elementary Reading Core Content

## FORMING A FOUNDATION FOR READING

Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading at the word, sentence, and connected text levels across content areas that include multicultural texts.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>RD-EP-1.1</b> Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2	<b>RD-04-1.1</b> Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2	<i>RD-05-1.1</i> <i>Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. <b>DOK 2</b></i>
<b>RD-EP-1.2</b> Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 1	<b>RD-04-1.2</b> Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 1	<b>RD-05-1.2</b> Students will apply knowledge of synonyms, antonyms, or compound words to comprehend a passage. DOK 1
<b>RD-EP-1.3</b> Students will know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2	<b>RD-04-1.3</b> Students will know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2	<b>RD-05-1.3</b> Students will identify words that have multiple meanings and select the appropriate meaning for the context. DOK 2



# Crosswalk

## Reporting Category READING

### *Academic Expectations*

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.**
- 1.2 Students make sense of the variety of materials they read.**

Version 3.0

Version 4.0

### *Big Idea*

**FORMING A FOUNDATION FOR READING--** Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading at the word, sentence, and connected text levels across content areas that include multicultural texts.

RD-H-x.0.2

Interpret literal and non-literal meanings of words.

**RD-10-1.1**

**Students will interpret literal or non-literal meanings of words in a passage. DOK 2**

RD-H-x.0.5

Make, confirm, and revise predictions.

**RD-10-1.2**


**Students will make predictions based on what is read. DOK 2**

RD-10-1.3

*Students will formulate questions to guide reading. DOK 2*



# *Kentucky Writing Program*

- Writing Updates (Handout)
  - Elementary Writing Core Content (Revising and Editing Skills)
  - Kentucky Writing Scoring Rubric (Handout)
  - Administration Guidelines (Handout)
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# Elementary Writing Core Content 4.0 Version

## Writing Content

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p><b>WR-E-1.1.00</b></p> <p>Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by</p> <ul style="list-style-type: none"> <li>• Narrowing the topic to present an idea or theme</li> <li>• Choosing a perspective genuine to the writer</li> <li>• Analyzing and addressing the needs of the intended audience</li> <li>• Adhering to the characteristics of the form</li> <li>• Applying a suitable tone</li> <li>• Allowing voice to emerge when appropriate</li> </ul> <p>DOK 4</p>		
<p><i>WR-EP-1.1.01</i> In Reflective Writing,</p> <ul style="list-style-type: none"> <li>• Students will evaluate personal progress toward meeting goals in literacy skills</li> <li>• Students will analyze needs of the intended audience</li> <li>• Students will use a suitable tone or appropriate voice</li> </ul>	<p><i>WR-04-1.1.01</i> In Reflective Writing,</p> <ul style="list-style-type: none"> <li>• Students will evaluate personal progress toward meeting goals in literacy skills</li> <li>• Students will analyze needs of the intended audience</li> <li>• Students will use a suitable tone or appropriate voice</li> </ul>	<p><i>WR-05-1.1.01</i> In Reflective Writing,</p> <ul style="list-style-type: none"> <li>• Students will evaluate personal progress toward meeting goals in literacy skills</li> <li>• Students will analyze needs of the intended audience</li> <li>• Students will sustain a suitable tone or appropriate voice</li> </ul>



# Elementary Writing Core Content

## *Writing Process*

### *Revising and Editing Skills*

#### Revising Skills

O5

#### Idea Development

WR-054.10.04- Students will identify the topic sentences/main idea of a paragraph DOK 2

WR-05-4.10.05- Students will select appropriate supporting details DOK 2

WR-05-4.10.06-Students will identify extraneous material DOK 2

#### Organization

WR-05-4.10.07-Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position DOK 2

WR-05-4.10.08-Students will identify the most effective transitions DOK 2

#### Editing Skills

O5

#### Language Usage

WR-05-4.11.11-Students will apply knowledge of subject/verb agreement with both singular and plural subjects DOK 1

WR-05-4.11.12-Students will apply knowledge of comparative and superlative forms of adjectives and adverbs DOK 1

WR-05-4.11.13-Students will apply knowledge of comparative and superlative forms of adjectives and adverbs DOK 1

WR-05-4.11.14-Students will apply knowledge of special problems in usage ( i.e., a,an, to,two,too,and their,there,and they're and pronoun reference with subjective) DOK 1





# Scenario 1

Since Ms. Brown wants her students to do their best on their elementary writing portfolios, she has decided to keep half the class in the room during recess each day so they can revise their papers.

In Compliance: Yes/No

Appropriate for All: Yes/No





● In Compliance: No( at times)

● Appropriate for All: No( at times)

If recess time is being used as a punitive measure to enable improvement of a writing score, this scenario is not in compliance. If a student needs additional time and the teacher arranges for him/her to use some recess time to enable the completion of a task, the scenario can be considered in compliance

703 KAR 5:080





## Scenario 2

In an effort to improve writing scores, the principal has scheduled a conferencing day where members of the community will review and comment on student work.

In Compliance: Yes/No

Appropriate for All: :Yes/No







In Compliance: No

Appropriate for All: No

Anyone serving as a conferencing partner must receive training prior to working with students.

Because conferencing sessions with outside conferencing partners can only focus on individual writing entries, they do not promote instruction for individual writers and are likely to diminish student ownership.

703 KAR 5:010; 703 KAR 5:080

